



## The Implementation Of Scientific Approach Based On English Learning Strategy (*SABELS*) To The Students' Ability In Reading Comprehension

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### ABSTRACT

This research aims to apply The Scientific Approach-Based English Learning Strategy (*SABELS*) on the students' ability in comprehending text fourth semester students of STIKOM Tunas Bangsa. This research is descriptive qualitative, because the researcher used descriptive method to analyze the data and the data are in the form of word. This research conducted in STIKOM Tunas Bangsa Pematangsiantar. The researcher used three techniques to collecting the data. Those are observation, interview and study document. The researcher did two observations in class. The subject of the interview is the teacher as implementer the teaching learning process. The research findings are (1) the Implementation of the Scientific Approach in the Teaching of Reading Comprehension to the fourth semester students at STIKOM Tunas Bangsa was good, because was appropriate with the regulation, (2) in applying scientific approach, the teacher used five phase, those are observing, questioning, experimenting, associating, and communicating. The teacher used authentic assessment in the evaluation. Based on the second meeting, the English teacher uses writing test to assess the cognitive aspect of the students. Finally, by knowing the result, it is better if English teachers apply the *SABELS* to improve the students' achievement.

## 1. Introduction

English as a foreign language has influenced many aspect in Indonesia. It also has an important role in our life. As the international language, English is used by most of people around the world. If we want to communicate to each other people in different countries by using English language. Communication with others is

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accomplished through language. Language teaching is a difficult procedure for the instructor who must be close to the technology of the day. Numerous facets of life in Indonesia have been impacted by English as a foreign language. It plays a significant part in society's advancement, the advancement of knowledge, and business, law, trade, and education. People communicate with one another every day. To make someone else comprehend their intentions, they employ language. It enables humans to discover and comprehend their surroundings. Speaking is a vital part of human contact since it allows for the direct expression of feelings, disagreements, ideas, information, and thoughts, as opposed to writing, which uses a series of correspondences to deliver its meanings.

The majority of people utilize English, the world's official language, while speaking with individuals from other nations. Due of this, the majority of nations in the globe incorporate English teaching and learning into their educational systems. English is a required subject in the national curriculum of Indonesian schools. Beginning in elementary school and continuing through university, it is taught. The goal of national education is for development of students' potentials to become a human of knowledge, skillful, and creative. In achieving the educational goals, it certainly cannot be separated from the educational curriculum. Curriculum is the element that will determine the direction of education and it is also defined as a series of attempts to reach the educational goals. In teaching English, there must be an appropriate choice of approach, method, and technique so that the teaching and learning process can be accomplished effectively.

Curriculum change occurs in response to change that take place in society (Sundayana, 2015). The 2013 curriculum is a curriculum that can educate future competency, communication skills, ability to think clearly and critically, ability to consider the moral aspects of a problem (Kebudayaan, 2013). This curriculum educated the students to achieve knowledge. In curriculum 2013, the students are encouraged to have a responsibility to the environment, interpersonal skills, and ability to think critically (Kurniasih & Sani, 2014). And since the establishment of 2013 curriculum, the teachers were forced to used scientific approach in teaching in the school for all the subjects. Before it, the government had held a workshop or training for the teachers to give insight and knowledge how to make students more creative, innovative and critical in the learning process (Edwina, n.d.)

In English subject, there are four skills that are learnt by students, they are reading, listening, speaking, and writing. Reading is a cognitive activity of decoding and encoding meaning from printed textual letters and information. According to (Allington & Strange, 1980), reading is an active cognitive process that requires using graphic (letters) and phonic (sounds) information. Reading comprehension is more difficult to attain than most people believe, according to the current studies. If pupils do not understand the text well, they may not be able to respond appropriately when the teacher assigns them a text to read and answer a series of questions. It is unquestionably necessary to understand texts, it is a reality. From the problems above, this research is focusing on the reading comprehension ability of fourth semester students at STIKOM Tunas Bangsa Pematangsiantar. As we know that there are four levels of comprehension in reading for high school level

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namely; literal, interpretive, critical and creative comprehension. Hence, this research focuses on the literal and interpretative reading comprehension.

### ***Scientific Approach-Based English Learning***

According to (Muhammad & Nurdyansyah, 2015) scientific approach is aimed to give comprehension to students to know, understand, and practice what is being learned scientifically. According (Edwina, n.d.) SABELS strategy is appropriate to be applied in teaching and learning process of reading comprehension. Furthermore (Ary et al., 2010) stated that the scientific approach is generally described as a method of acquiring knowledge in which investigators move inductively from their observations to hypotheses and then deductively from the hypotheses to the logical implications of the hypotheses.

Scientific Approach Based English Learning Strategy or SABELS is a scientific and inquiry strategy where students act directly either individually or in groups to explore the concept and principles during the learning activities and the teacher's task it to direct the learning process performed by students and provide any corrections to the concept and principles which the students have been obtained. According to (Napitupulu et al., 2018) SABEL strategy encourage students to learn English by curiosity. The process of English learning s primarily motivated by their willingness to able to speak and write in English. There are some points that English teachers should consider and prepare for when using this strategy (Napitupulu et al., 2018).

- 1) Audio-visual media is strongly needed to establish the context of material being learnt. This media is primarily used in the first step of learning process.
- 2) A prohibition to use any gadgets should not be existed. In this case, teacher should be careful in monitoring students' works in their gadgets. Teacher may lead them to access certain sites which are relevant to their tasks.
- 3) The integration of knowledge, skills, and character is a must in order to encourage students to be productive, creative, innovative, and affective. Knowledge refers to linguistic competence, such as: phonology, morphology, syntax, semantics, pragmatics, and discourse. Skill involves receptive skills (listening and reading) and productive skill (speaking and writing). Character is all positive attitude in communication can be seen in figure 1.
- 4) The distribution of each learning steps (observing, questioning, collecting, associating, and communicating) is not limited to one meeting.

#### **a. Teaching and Learning Process**

To accomplish successful learning with SABELS, the roles of the teacher and students in the teaching and learning process must be clearly stated. The very last job of the teacher is to evaluate the outcomes of the debate. Students, as the main participants in the learning process, should be encouraged to complete the five steps of learning. The first stage is observing where pupils will watch learning material videos.

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Figure 1. The Integration of Knowledge, Skills, and Attitude in SABELS (Napitupulu et al., 2018)

Following that, students will have the opportunity to ask questions about what they have just seen on television. Following that, they work in groups to gather information about the tasks assigned to them. The use of internet is really needed in this step. Next is associating. This step refers to the process of understanding and analyzing information, and also designing the report of discussion. The last step is students report their discussion results in form of presentation. This will encourage students to be more responsible to what they have just learnt. The procedure of implementing SABELS can be concluded as figure 2.

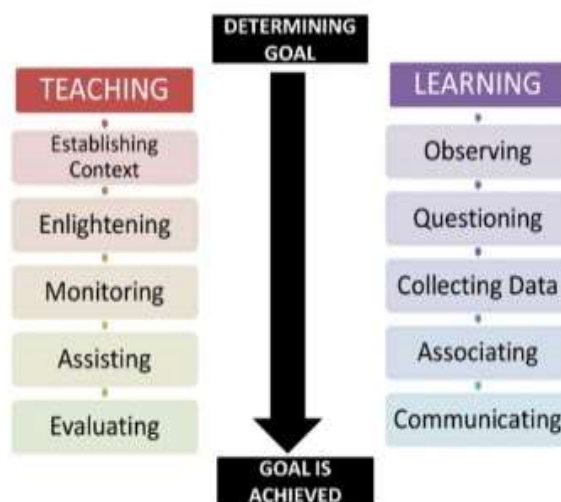


Figure 2. Teaching and Learning Process in SABELS (Napitupulu et al., 2019)

By using SABELS, the students will be motivated to learn since it will activate their curiosity. The process of learning is motivated by their willingness to be able to speak and write in English (Napitupulu et al., 2019). According (Sitio, 2020) the students that taught by using SABELS have better achievement on their reading comprehension. By applying SABELS in online course of CMD of higher education utilizes both synchronous and asynchronous models (blended) (Manalu & Napitupulu, n.d.).

## ***Reading Comprehension***

Reading is an important activity that is related to the eyes. It is one of the language abilities that incorporates the reader, the text, and the interaction between both of them. Reading is an interaction between the reader and a text. Reading involves the interaction between the skills and cognitive processes of the reader and the linguistic characteristics of a text (Smith et al., 2021) Reading comprehension is crucial not just for understanding text, but for learning more generally and, thus, education more broadly (Oakhill et al., 2019).

Reading comprehension is an active process in the construction of meaning and the process of deriving meaning from related text. According (Klingner et al., 2015) reading is multicomponent, there are interaction between the readers and the text as well as variables related to the text itself. Beside of that, comprehension is an active process. Comprehension is an activity to get the meaning from the text. According to (Nunan, 1999) reading comprehension is interactive process where the reader is required to the clues provided in the text. The reader and the text had relationship. By all the statement, we concluded that reading comprehension is a process to understand a content of the text that we read.

According (Heilman, 1981) there are some skills in reading, they are:

1. Reading word meaning
2. Drawing inferences from the content
3. Following structure of a passage
4. Recognizing a writer's purpose
5. Finding answer

There are four levels of comprehensions, those are literal comprehension, interpretative comprehension, critical comprehension and creative comprehension.

1. Literal comprehension is an understanding the information and an ideas explicitly state in the passage.
2. Interpretative comprehension is an understanding the information and an ideas not explicitly state in the passage.
3. Critical comprehension includes analyzing, evaluating and personally reacting to information presented in the passage.
4. Creative comprehension requires students to use the highest level of skill.

The aims of the reserch is to find out how does The Scientific Approach-Based strategy affect the students reading comprehension at fourth semester students of STIKOM Tunas Bangsa Pematangsiantar.

## **2. Methodology**

This research is a descriptive qualitative research design. The researcher used three techniques to collecting the data. Those are observation, interview and study document. This research subject is the fourth semester student at STIKOM Tunas Bangsa in the academic year 2021/2022. The total of the students 25 are consist of

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17 female and 8 male students. To collect the data, the researcher observed and recorded the teaching process in the classroom. In this research, when the teaching process continued the researcher didn't take any intervention. The researchers keep the data natural in the teaching process. In analysis the data, the data was analyze by following procedure suggested by (Miles & Huberman, 1994): data reduction, data display and drawing conclusion. The subject of the interview is the teacher as implementer the teaching learning process. While in the study document the researcher collected the syllaby and lesson plan.

### 3. Results and Discussion

#### *Finding*

This research was conducted by Classroom Action Research (CAR). According Arikunto in (Parnawi, 2020) classroom action research is a reflection of learning activities in the form of actions that are deliberately raised in class. In this research, It was concerning on how Scientific Approach-Based strategy affect the students' comprehension at fourth semester students of STIKOM Tunas Bangsa Pematangsiantar. Before the researcher takes the data, the teacher gives the material to the students. After that, the teacher gives them a text. This is the text. The title of the passage is my best friend.

#### **MY BEST FRIEND**

*I have a lot of friends in my school, but Dinda has been my best friend since junior high school. We don't study in the same class, but we meet at school everyday during recess and after school. I first meet her at junior high school orientation and we've been friends ever since. Dinda is good-looking she is not too tall, with fair skin and wavy black hair that she often puts in a ponytail. At school, she wears the uniform. Other than that, she likes to wear jeans, casual t-shirt and sneakers. Her favourite t-shirts are those in bright color like pink, light green and orange.*

*She is always cheerful. She is also very friendly and likes to make friends with anyone. Like many other girls, she is also talkative. She likes to share her thoughts and feelings to her friends. I think that's why many friends enjoy her company. However, she can be a bit childish sometimes. For example, when she doesn't get what she wants, she acts like a child and stamps her feet. Dinda loves drawing manga character. She always has a sketchbook with her everywhere she goes. She would spend some time to draw the manga characters from her imagination. Her sketches are amazingly great. I'm really glad to have a best friend like Dinda.*

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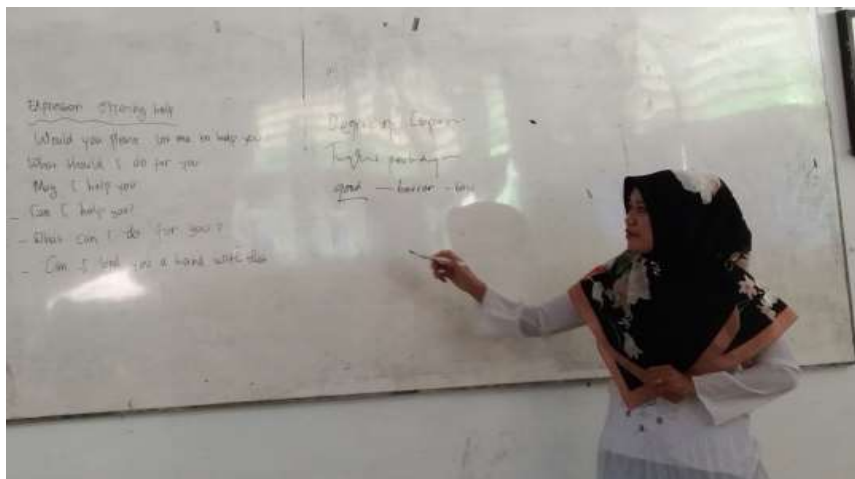


Figure 3. The Explanation of Material (action research class) (Parnawi, 2020)

Here, after the teacher give the material then the teacher ask students to make a group that consist of four students. Next the teacher ask the students to read the text after apply Scientific Approach. It can be showed in figure 4.



Figure 4. Make a Group

Next, the student can read the conclusion. It can be seen in figure 5.

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Figure 5. Reading Practice

After implementation of Scientific Approach (SABELS), the findings will be explained by Table 1 and Table 2.

Table 1. The Data of Observation in Opening

No	Steps	Teacher Action	Students
		Opening	
1.	Greetings	Greeting the student	Greeting their teacher
2.	Praying	Asking one of the students to say prayer	Praying
3.	Checking	Checking students' attendance	Responding to teacher's checking attendance
4.	Apperception (activating prior knowledge)	<ul style="list-style-type: none"> <li>- Relating previous material to the reading comprehension material</li> <li>- Explaining the learning goal of reading comprehension</li> </ul>	Giving attention and response to teacher's explanation

Table 2. The Data of Observation in Core

Teacher	Students
1. Establishing context - The teacher give explanation about the material. The material is how describing people. The teacher said that there are variety of word for describing people, their physical appearance, personalities, hobbies, carier, etc. The teacher then give a paper contain material about describing people to the students.	1. observing - The students give good appreciation and understand what the researcher said.
2. Enlightening - The teacher gives assignment and instruction - The teacher divides the class into some groups. It consist of four students in each group. After each group receive a paper, the teacher asked them to observe the picture. The	2. Questioning - The students describe each person based on the picture in a group. Each group describes one of people on the picture.



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- teacher said if they don't know the command they could ask her. After the students observe the picture, the students have to write down how to describe those people on the paper. There are four picture, they are David, Louisa, Mr. Potter, and Mrs. Jenkins
3. Monitoring
    - The teacher observes the session of group discussion.
  4. Assisting
    - The teacher asks one of the students to stand up and read it loudly. It contain three paragraphs, one paragraph was read by one student.
    - The teacher also ask the other student to explain the content of the each paragraph
  5. Evaluating
    - The teacher and the students discuss the passage. Sometime the students asked the difficult word and the main idea of the passage. After that, the teacher give explanation about descriptive text continued its generic structure and the social function of the descriptive text. In explain the material the teacher used bilingual language supposed the students understand and knows her meaning.
- The students should were asked to discuss a person in the picture in a group.
  - 3. Collecting data
    - The students working in group to accomplish the assignment
  - 4. Associating
    - The students organize all the information into one piece of answer of the assignment
  - 5. Communicating
    - The students presenting about their work.
    - The students also give argument to the presenter's answer if there is any difference.
    - The students discussed to the teacher.
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## ***Discussion***

### **1. The Implementation Scientific Approach In Teaching Reading Comprehension for the 4<sup>th</sup> Grade Students of STIKOM Tunas Bangsa 2021/2022 Academic Year**

The researcher discusses the findings of the research covering the implementation of scientific approach in teaching reading comprehension for the fourth students of STIKOM Tunas Bangsa, namely: opening, main activity (implementation), and closing, as well as its strengths and weaknesses. Based on observations, in applying this 2013 curriculum, the teacher uses a scientific approach, namely: observing, questioning, experimenting, associating, and communicating in the teaching-learning process, and the teacher uses three main steps in conducting the teaching and learning process in the classroom activity, namely: opening, main activity (implementation), and closing.

The first session of the teaching-learning process in the classroom is called the opening. The purpose of engaging is to pique the pupils' interest in the materials that they will be learning. The main activity is the second session, in which the teacher looks at confident exercises and activities meant to get pupils to use long freely and communicatively. The third session is closing, in which the teacher concludes the meeting by reviewing the day's lesson and greeting the students before departing the classroom.

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The steps of learning by using scientific approach are observing, questioning, experimenting, associating and communicating. Based on the observation, the researcher applied scientific approach well. In the first observation, the teacher used five phases in main-teaching, those are: observing, questioning, experimenting, associating and communicating. This research used descriptive text as its primary source. The teacher explains the descriptive text's generic structure and social role. The following assessments were employed by the teacher: attitude evaluation, knowledge assessment, and skill assessment.

## 2. The Strength and the Weaknesses of the Implementation Scientific Approach In Teaching Reading Comprehension at STIKOM Tunas Bangsa Students' at the Academic Year 2021/2022

In this research, the researcher found the strength and weaknesses of Scientific approach. Based on the observation, the students looked active involve in the teaching learning process. They paid attention to the my explanation. Beside, when one of the students read the text, the other students scrutinized their friends. In the discussion, all of the students seriously observe the picture given by the researcher. When the students asked to come forward, they are very enthusiastic. In other word, the scientific approach can be useful to enhance the students' creativity. The scientific approach is based on the student center. It means that the student as the subject of the learning should be involve in the teaching learning, where the students found the fact and digging the knowledge related the material. The next strength is the students more thinking critically and accurately in identify, comprehend, and solve problems. The last, the teaching learning is based on fact or phenomenon, so the students can easier to remember the material.

Beside it has strength, scientific approach also has weaknesses. The weaknesses of scientific approach in teaching reading comprehension are; by implementing the scientific approach, the students have chance to make many noises when they discuss with their group. The next weaknesses based on the second observation, in implementing the scientific approach, the phase implement not perfectly. The scientific approach is need much to time to implement all the phase.

## 4. Conclusion

Based on the research finding, it can be concluded that the implementation of teaching reading comprehension at fourth semester students' of STIKOM Tuns Bangsa Pematangsiantar in the academic year of 2021/2022 is using Scientific Approach with the five phases, namely; observing, questioning, experimenting, associating, and communicating run well. SABEL strategy is appropriate to be applied in teaching learning in STIKOM Tunas Bangsa Pematangsiantar. It is effective to improve student's reading comprehension ability. The scientific approach helps the students to build comprehension on text as well as its component. There is some strength and weaknesses in the implementation of scientific approach in teaching reading comprehension. The strength are the student actively involving in the teaching learning process. The scientific approach can be useful to enhance the

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students' creativity. The scientific approach is based on the student center. The next strength is the students more thinking critically and accurately in identify, comprehend, and solve problems. The last, the teaching learning is based on fact or phenomenon, so the students can easier to remember the material. The scientific approach is need much to time to implement all the phase.

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